

## ABSTRACT

DISSERTATION: An Investigation of Collaboration in ESL Writing Tutorials

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Collaboration in writing tutorial sessions has been a fundamental concept in writing center studies since the onset of writing centers, yet there is a lack of empirical research dealing with collaboration in writing center tutorials. Furthermore, there is a noticeable lack of research studying ESL writing center clients, particularly female L1 Arabic speakers. This dissertation proposed to closely observe, record, and analyze the linguistic and paralinguistic features of ESL writing tutorials in order to better understand the nature of collaboration, when it occurs, how it manifests itself, and whether or not it is a component of a successful tutorial encounter as perceived by both the client and the tutor. A number of different linguistic and paralinguistic markers for collaboration are presented herein, such as laughter, pauses, and various types of questions. Some of these, like laughter, show a connection to perceived collaboration in a session as described by tutor and client alike. Moreover, a more in-depth explanation of the concept of modification is provided.